

**Week 2 Assignment**

**Overview**

The Texas Campus STaR Chart was developed around the four key domains of the Texas Long-Range Plan for Technology, 2006-2020: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. The STaR Chart is designed to help campuses determine their progress toward meeting both Long-Range Plan and district goals.

In the Week 1 assignment, you summarized the Long-Range Plan and the Technology Applications TEKS, and completed a self-assessment of the requisite skills that you need to implement the TEKS.

In this week’s assignment, you will look at the strengths and weaknesses of your campus as you examine and apply data from the Texas Campus STaR Chart, a technology data-gathering tool provided by the state. You will complete a three-year comparison of Texas Campus STaR Chart data from your campus with statewide summary data. Like the resources you utilized in your Week 1 assignment, the STaR chart will prove useful as you become an instructional leader. You will also evaluate two websites and practice using a Web 2.0 tool to reflect on your learning.

**Rubric**

Use the following Rubric to guide your work on the Week 2 Assignment.

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| **Tasks**  **** | **Accomplished**  **10**  The evidence suggests that this work is a “Habit of Mind.” The educator is ready to mentor others in this area. | **Proficient**  **8**  The evidence suggests that performance on this work matches that of a strong educator. | **Needs Improvement**  **6**  The evidence does not yet make the case for the educator being proficient at this task. |
| **Campus STaR Chart Analysis** | Student uses relevant STaR Chart information to complete the chart provided, and provides thorough analysis of campus technology strengths and weaknesses. | Student uses relevant STaR chart to fill out most of the chart provided, and provides brief analysis of campus technology strengths and weaknesses. | Incorrect data pulled from STaR Chart, STaR data summary chart is not completed; and/or analyses of campus strengths and weaknesses are not completed. |
| **Website Analysis** | Student provides descriptions of, and links to, two appropriate websites; student completes website analysis chart and provides a rating for each site. | Student provides a description of, and link to, one appropriate website; website analysis chart is completed and a rating is given to the site. | Websites are not appropriate to assignment; analysis charts are not completed. |
| **Creating and Using a Blog** | Student successfully sets up a blog and provides appropriate information related to the blog’s creation or to previously-created blog; student posts a thoughtful, 250-word critique of a website onto blog. | Student successfully sets up a blog and provides appropriate information; student posts 100-150 word critique of a website and posts it on blog. | Blog not created, and/or student does not write a website critique and post it on blog. |
| **Assignment Mechanics** | Responses are relevant to course content; no errors in grammar, spelling, or punctuation. | Responses are relevant to course content; few errors in grammar, spelling, or punctuation. | Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. |

**Week 2 Assignment, Part 1: Campus STaR Chart Analysis**

State law mandates that the Texas Campus STaR Chart be used to evaluate a campus’ progress toward meeting the goals of the Long-Range Plan for Technology. The chart can also be used for technology planning, budgeting for resources, and evaluation of progress in local technology projects.

To complete this assignment:

* Access the Texas Campus StaR Chart by entering the following address in your web address bar: http://starchart.esc12.net/
* Click on “Texas Campus STaR Chart,” and read the article to review STaR Chart scoring.
* Click on “Statewide Summary Data.” Click on 2007-2008 Summary Statistics. Print out the Statewide Data Summary.
* Click “Campus Data Search.” Choose the year from the drop-down box. Then type in the name of your selected district (without “ISD”). For example, for Beaumont ISD, you would only type in Beaumont. Do not type in a campus. Click “Simple Search.” A list of campuses in your district will appear.
* Click on your selected campus, and the STaR chart will appear.
* Print out the most current three years of STaR Charts for your selected campus.
* Analyze the data, fill out the chart below, and answer the questions provided.

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| School District:  Campus: | |
| Summary Area | Key Area Totals | Key Area STaR Classifications | Trends |
| **Teaching & Learning** | 2007-08: 14  2006-07: 12  2005-06: 15 | 2007-08: Developing Tech  2006-07: Developing Tech  2005-06: Advanced Tech | Dobie High School’s trends began with Advanced Tech in 2005-2006 which decreased in the key area total by three points the following 2006-2007 school year. In 2007-2008 it seems that Dobie realized the decrease in total so more effort might have been applied to raise the bar in Teaching and Learning. As Developing Tech, students implement technology regularly but usually on an individual basis. State wide 25.5% scored Developing Tech under the Teaching and Learning category. |
| **Educator Preparation & Development** | 2007-08: 14  2006-07: 12  2005-06: 13 | 2007-08: Developing Tech  2006-07: Developing Tech  2005-06: Developing Tech | Dobie High School has remained under the level of progress as Developing Tech for three academic years. The key area scoring decreased from 2005-2006 to 2006-2007 school year. It seems that Dobie caught the score decrease leading to more educator preparation for 2007-2008. Developing Tech, educators mainly use technology for administrative tasks and classroom management. Statewide, Developing Tech scored 74.2% which is almost three fourths of the surveyors’ population. |
| **Leadership, Administration, & Instructional Support** | 2007-08: 18  2006-07: 17  2005-06: 10 | 2007-08: Advanced Tech  2006-07: Advanced Tech  2005-06: Developing Tech | Dobie High School began with Developing Tech 2005-2006, and increased to Advanced Tech in 2006-2007 and 2007-2008 academic school year. The key area score increased dramatically from 2005-2006 to 2006-2007. Advanced Tech at Dobie consists of technical support for computers supplied, full-time district technology director, and funding. The Statewide key area score was 45.5% meaning that Dobie is doing well in this area with only 3 points to go for Target Tech. |
| **Infrastructure for Technology** | 2007-08: 16  2006-07: 14  2005-06: 14 | 2007-08: Advanced Tech  2006-07: Developing Tech  2005-06: Advanced Tech | Dobie High School began with Advanced High in 2005-2006 decreasing to Developing Tech in 2006-2007. In 2007-2008 Dobie raised their standards to Advance Tech with a four point score. Infrastructure for Technology has at least four students per computer, internet access in 75% of classrooms and library. Rooms are on LAN/WAN and there is shared use of resources. Statewide key area score was 57.7% for Advanced Tech. |

What did the STaR Chart show as your campus’ greatest strength? Do you agree with that assessment? Explain.

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| Dobie High School’s greatest strength lies in Leadership, Administration, and Instructional Support. Over the course of the three years Dobie began with Developing Tech at a score of ten (10) leading to a score of eighteen (18), Advance Tech. Two years in a row Dobie ranked Advanced Tech in Leadership, Administration. And Instructional Support. I do agree that Dobie’s Leadership, Administration, and Instructional Support are Advanced and are continuing to increase. Dobie seems to try and support the staff and students with proper computer equipment, have continuous on tech support, and proper allocated funding for technology. Although, the rate in which some of the technologies are being put into the classroom is slow. Overall, Dobie has great leaders willing to try and use the technology or teach the technology, supportive administration, and constant instructional support. |

What did the STaR Chart show as your campus’ greatest weakness? Do you agree with that assessment? Explain.

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| Dobie seems to be weakest in the area of Educator Preparation and Development. Dobie offers continuous technology development every Thursday after school, some weekends, and regular Pasadena ISD developments. Now, it is up to each individual teacher to take the initiative to attend the developments which is not often done. The school has done their part to provide technology courses although it would behoove the district to require more technology courses as an annual requirement. |

In an online learning community interaction, which STaR Chart area would you choose to introduce to the other members? What data supports your choice?

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| In an online learning community interaction, I would recommend Educator Preparation and Development as an area for introduction to other members. Statewide the score was 74.2% for Developing Tech. That is a high percentage for the Development Tech stage. This shows that almost 75% of educators are not prepared knowing what technologies are being used and how they may be implemented. As long as technology continues to increase at an exponential rate, so do the students knowledge of usage. As educators it is important to stay to date in new technologies that the students are using to be able to understand what they are experiencing and how we may better assist them by implementing what is accessible to us. |

**Week 2 Assignment, Part 2: Website Evaluation**

As an instructional leader, you must be able to locate and evaluate electronic information for accuracy and validity. You must also be able to talk confidently about the process to those you lead. Throughout your course assignments, you will expand your knowledge and practice using technology tools. In Part 2 of this week’s assignment, you will use a rubric to evaluate websites. You will then create a blog to reflect on the evaluation process.

To complete this assignment:

* Review your area of weakness identified in the Technology Applications Inventory you completed as part of your Week 1 assignment. Also, review the area of campus weakness identified in your STaR Chart analysis.
* Locate two websites—one that addresses your personal area of weakness and the other that addresses the area of campus weakness. Enter the name of the website, the address (URL) for the website, and a brief description of the site’s focus at the top of the charts provided.
* Evaluate the websites using the Website Evaluation Rubric below. Rate each website characteristic from 0-4, with 4 points being the highest rating and 0 being the lowest. Total the points, and use this scale to rate the website overall.

Scale:

* Excellent: 90-96
* Good: 80-89
* Fair: 70-79
* Poor: Below 70

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| Website #1 Title: Ezine Articles | |
| URL: http://ezinearticles.com | |
| Focus: This site contains articles pertaining to current topics giving information and additional sites for that given subject matter. | |
| **Navigation & Design** |  |
| 1. Easily navigable | 4 |
| 2. Clearly labeled, working links | 4 |
| 3. Easy page-to-page movement | 4 |
| 4. Interactive with question capability | 4 |
| 5. Appropriate page format | 4 |
| 6. Easily located information | 4 |
| 7. Visually appealing (good use of color and graphics) | 3 |
| 8. Loads quickly | 4 |
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| **Content** |  |
| 9. Proper title(s) | 4 |
| 10. Correct, current information | 4 |
| 11. Additional resource links | 4 |
| 12. Clearly stated purpose(s) | 3 |
| 13. Content that challenges reflection and discussion | 2 |
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| **Appropriateness** |  |
| 14. Useful for research | 4 |
| 15. Audience appropriate | 4 |
| 16. Appropriate vocabulary | 4 |
| 17. Related to professional/student objectives | 4 |
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| **Authenticity** |  |
| 18. Contact/author’s name | 2 |
| 19. Contact/author’s email address | 2 |
| 20. Website host’s name | 2 |
| 21. Date of creation | 4 |
| 22. Updated information | 4 |
| 23. Reliability | 4 |
| 24. Validity | 3 |
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| Total Points (Is this page a reliable, valid source of information?) | 85 |
| Rating (E = Excellent; G = Good; F = Fair; P = Poor) | G |

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| Website #2 Title: Contemporary Issues in Technology and Teacher Education: Current Practice | |
| URL: http://www.citejournal.org | |
| Focus: This site helps to address current contemporary issues in teacher education technology through the process of electronic journals with video, sound, and animated images. | |
| **Navigation & Design** |  |
| 1. Easily navigable | 4 |
| 2. Clearly labeled, working links | 4 |
| 3. Easy page-to-page movement | 4 |
| 4. Interactive with question capability | 1 |
| 5. Appropriate page format | 4 |
| 6. Easily located information | 4 |
| 7. Visually appealing (good use of color and graphics) | 1 |
| 8. Loads quickly | 4 |
|  |  |
| **Content** |  |
| 9. Proper title(s) | 4 |
| 10. Correct, current information | 3 |
| 11. Additional resource links | 4 |
| 12. Clearly stated purpose(s) | 2 |
| 13. Content that challenges reflection and discussion | 2 |
|  |  |
| **Appropriateness** |  |
| 14. Useful for research | 4 |
| 15. Audience appropriate | 4 |
| 16. Appropriate vocabulary | 4 |
| 17. Related to professional/student objectives | 3 |
|  |  |
| **Authenticity** |  |
| 18. Contact/author’s name | 4 |
| 19. Contact/author’s email address | 2 |
| 20. Website host’s name | 4 |
| 21. Date of creation | 4 |
| 22. Updated information | 3 |
| 23. Reliability | 4 |
| 24. Validity | 4 |
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| Total Points (Is this page a reliable, valid source of information?) | 81 |
| Rating (E = Excellent; G = Good; F = Fair; P = Poor) | G |

**Week 2 Assignment, Part 3: Creating and Using a Blog**

For the final part of this week’s assignment, you will create your own blog and post an opinion piece on one of the websites that you visited for Part 2 of this assignment. If you already have your own blog, you may publish your piece on that. If you don’t have your own blog, use the directions below to create one.

To complete this assignment:

* Access the video, “Blogs in Plain English” by entering the following address in your web address bar: http://www.youtube.com/watch?v=NN2I1pWXjXI
* View “Blogs in Plain English” as preparation for this assignment.
* Enter the following address in your web address bar: www.blogger.com (if you do not have a blog), or use a blog you already have set up.
* Read the information about the site.
* Click “Create a Blog.” Complete the information required to use the site, including the selection of a username and password. (If you already have a Google account, you can enter your username and password at the top of the home page.) Check the box to accept the terms of service, and click “Continue” to move to the next step.
* After creating your blog account, click “Name Blog.”
* Select a title for the blog (example: “Website Evaluation” or something a little more creative) and a blog address URL (example: http://yourname.blogspot.com). Click “Continue” to move to the next step, “Choose a Template.”
* Choose a template for your blog, then click “Continue.”
* When the “Your Blog Has Been Created” screen appears, click “Start Blogging.”
* On the screen provided, compose a 250-word opinion piece on one of the websites that you evaluated in Part 2 of this assignment. Include:
  + a description of the website.
  + Positives.
  + negatives.
  + the website’s value to 21st century, information-age education.
  + your recommendation of the website to other educators.
* Record your blog information in the chart below. If you have a blog and did not need to create one for the assignment, enter that information. Then answer the questions on the next page.

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| Website Name and Address | Website’s Purpose | My Username | My Password | My URL |
| Blogger www.blogger.com | To post information that one might want to share with others. | [mrsangelagarza@gmail.com](mailto:mrsangelagarza@gmail.com) | iloveGod3 | http://angelagarza3000.blogspot.com |

What is the value of blogs and blogging to the 21st century learner?

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| In the 21st Century, blogging is a way of communicating quickly. This helps to update others on the newest technology applications while assisting with technology questions. Blogging is not only used for technology updates and question, but it may also be used for communicating information about various subject matters. Videos can be incorporated into one’s blog helping to give assistance or visualizations to others. Blogging holds high value in the 21st Century for the most up to date writings of information. |

How can you use blogging to communicate with school stakeholders?

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| Blogging can be used to communicate with school stakeholders in various ways such as but not limited to: reading current blogs written by an authority of a group, replying with current issues within one’s school or district, and requesting information on recent topics or questions. By reading current issues, educators are able to ask questions and respond to the current situation and how it may work within his or her school. |